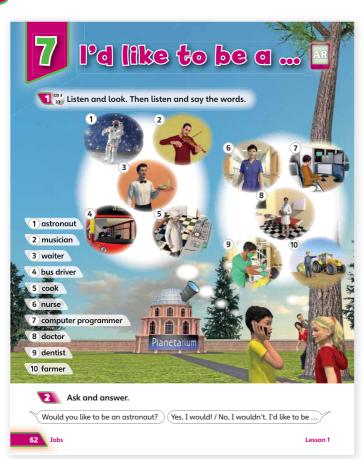
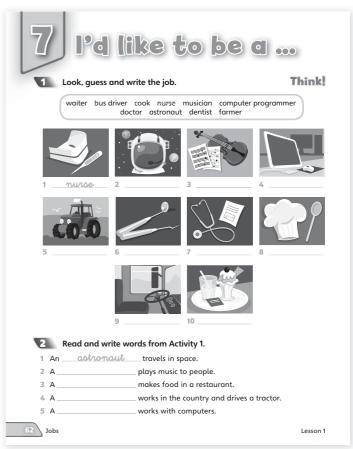
**More Information** 

7

# l'd like to be a ...

Lesson 1





#### **Objectives**

- to present the core vocabulary (jobs)
- to practise the core vocabulary through a communicative game
- to practise writing the core vocabulary

#### Language

**New language:** jobs: astronaut, musician, waiter, bus driver, cook, nurse, computer programmer, doctor, dentist, farmer, country, tractor

**Recycled language:** Would you like ... ? travel, play, make, work, drive

**Receptive language:** planetarium, planet, star, like, game over

### Materials

CD, Flashcards (jobs): 60–69, Teacher's Resource Book (optional)

#### Digital Minds

- Vocabulary interactive activity
- Interactive Flashcards and Wordcards

#### Basic competences

Competence in linguistic communication:
Pupils identify and name jobs.

**Social and civic competences:** Pupils work together to ask and answer about jobs.

#### Home-school link

- Augmented Reality: vocabulary interactive activity
- Online interactive activities

**More Information** 

Lesson 1

#### Pupil's Book, page 62 Activity Book, page 62

### Look, guess and write the job. Think!

Thinking skill: analysing and making inferences

 Pupils look at the objects and write the job words from the box.

**Keu:** 2 astronaut, 3 musician, 4 computer programmer, 5 farmer, 6 dentist, 7 doctor, 8 cook, 9 bus driver, 10 waiter

#### Read and write words from Activity 1.

Pupils complete the descriptions with the correct job.

Key: 2 musician, 3 cook, 4 farmer, 5 computer programmer

### Warm-up

 Write Jobs on the board. Elicit any jobs that pupils know by giving simple descriptions (librarian, teacher, waiter, conductor, mayor, journalist, photographer) and write them on the board.

#### Presentation

- Use the flashcards to present the new jobs.
- Say the word for pupils to repeat. Do this a few times.
- Hold up each flashcard for pupils to say the word.

### 1 CD3 Listen and look. Then listen and say the words.

- Discuss where Ben and Lucy are in this unit.
- Focus on the planetarium in the picture and see if the pupils know what you can see there. Ask who is behind the tree (Horax and Zelda).
- Pupils look at the numbered jobs in the smaller pictures.
- Play the recording. Pupils hear an introductory dialogue. They then listen to the numbered words and repeat.

#### CD3 Track 23

Lucy: So the next line is in the planetarium ...

Ben: Well, it was Grandpa's idea. The map says: 'Look at the planets, look at the stars' ... Hello? Oh, hi Grandpa. Yes, we're going to the planetarium now ... OK, Grandpa. Bye! I love the planetarium. I'd like to be an astronaut ... or a musician like Mr Roberts at school.

Lucy: Hmm ... I'd like to be a nurse like my mum, or a computer programmer like your mum, or a doctor like my dad, or a dentist like your dad, or a farmer like my grandpa ...

Ben: Oh, I see, so I want to be a waiter and a bus driver and a cook like Mrs Jones at school and a ...

Lucy: OK, OK, Ben, game over! Let's go and look for the next line!

#### Now say the words.

1 astronaut, 2 musician, 3 waiter, 4 bus driver, 5 cook, 6 nurse, 7 computer programmer, 8 doctor, 9 dentist, 10 farmer

- Play the recording again. Pupils repeat in chorus.
- In pairs, pupils practise pointing to the smaller pictures and saying the words.

### Ask and answer.

- Read the example question and both answers to the class and then elicit all three forms chorally to check pronunciation.
- Elicit another question to check for the use of a in front of all the other job words.
- Pupils walk around the class asking and answering. Monitor to make sure that they are using a/an correctly.

#### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Pupils work in groups of four or five.
- Elicit different ideas for putting the jobs in order, e.g. how dangerous, safe or interesting they are.
- In their groups, pupils decide what to consider and they then discuss their order.
- Ask different groups to give feedback to the class.

Note: Ranking is a useful thinking skill, but some of this discussion will need to take place in L1.

See also Teacher's Resource Book Worksheet 1, p41

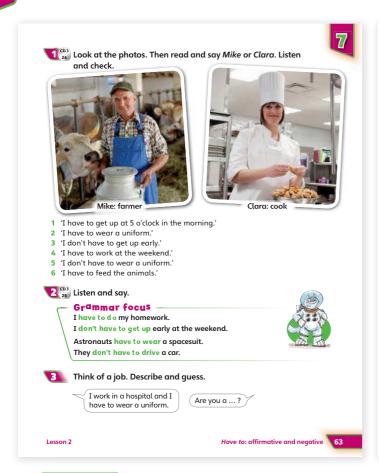
#### **Extension**

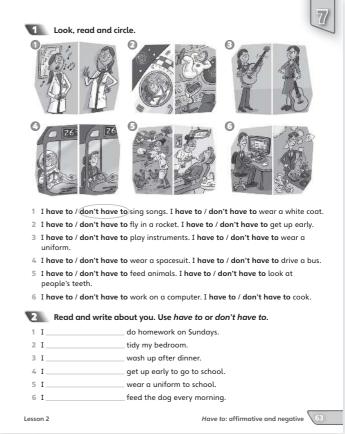
- Pupils write descriptions for the other jobs not covered in AB Activity 2 (waiter, bus driver, nurse, doctor, dentist).
- In pairs, pupils take it in turns to read their descriptions and guess the jobs.

More Information

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Lesson 2





#### **Objectives**

- to present the first core grammar
- to practise the core grammar through a speaking activity
- to practise the core grammar through reading for specific information
- to practise writing the core grammar

#### Language

**New language:** *Have to*: affirmative and negative, jobs

**Recycled language:** wear, uniform, animals, daily tasks and routines, morning, weekend, rocket, instrument, spacesuit, drive, bus, homework, bedroom, early, every

Receptive language: delicious

#### **Materials**

CD, Flashcards and wordcards (jobs): 60–69, Teacher's Resource Book (optional)

#### **Digital Minds**

- Grammar 1 interactive activity
- Interactive Flashcards and Wordcards

#### Basic competences

#### Competence in linguistic communication:

Pupils talk about activities using (don't) have to.

#### Social and civic competences:

Pupils play a guessing game.

#### Sense of initiative and entrepreneurship:

Pupils write about what they have to do at home.

#### Home-school link

- Augmented Reality: Grammar 1 interactive activity
- Online interactive activities

**More Information** 

#### Lesson 2

### Pupil's Book, page 63

#### Warm-up

- Play Bingo with jobs.
- Pupils choose four job words and write them in their notebooks.
- Read out words randomly (keeping a note of the words that you have said).
- Pupils cross out the words as they hear them.
- The first pupil to cross out all their words and call out *Bingo!* is the winner.

#### Presentation

- Stick the flashcards on the board. Draw a simple picture of yourself and write Me under it.
- Say I'm a teacher (point to your picture). I have to get up early. I have to come to school every day.
- Point from yourself to the doctor flashcard, shake your head and say I'm not a doctor. I don't have to wear a white coat. Point to the bus driver flashcard and say I don't have to drive a bus.
- Repeat the sentences again encouraging pupils to repeat chorally.

## Look at the photos. Then read and say *Mike* or *Clara*. Listen and check.

- Look at the photos and captions with the class.
- Read number 1 as an example. Elicit from the pupils whether Mike or Clara says this sentence, but don't confirm whether their guess is correct.
- Pupils read and decide who says each sentence.
- Play the recording. Pupils check their answers.

#### CD3 Track 24

Mike: Hi, I'm Mike and I'm a farmer. I love my job, but sometimes it's hard. I have to get up very early, at 5 o'clock in the morning! Farmers have to feed their animals and look after them. But they don't have to wear a uniform. That's a good thing!

Clara: I'm Clara and I'm a cook in an Italian restaurant. I make delicious pasta! I have to work at the weekend, but I don't have to get up early. Cooks have to wear a uniform in the kitchen. My uniform is a white coat and a hat.

• Do class feedback by asking individuals to say the name.

Key: 1 Mike, 2 Clara, 3 Clara, 4 Clara, 5 Mike, 6 Mike

### 2 CD3 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the sentences in pairs.

#### Think of a job. Describe and guess.

- Read the example description to the class and encourage them to complete the question.
- Pupils work in pairs describing and guessing.

- Monitor and check that pupils are using the grammar correctly. Help the pupils with any additional words that they may need, such as the places where these people work: surgery, space station, concert hall, stadium, office, etc. Make a discreet note of any mistakes.
- For class feedback, first praise the pupils as appropriate for their use of English and the way that they have worked. Then mention any errors that you heard and elicit corrections to the board.

### Activity Book, page 63

#### Look, read and circle.

Pupils look at the pictures and circle the correct answers.

**Key: 1** (don't have to), have to, **2** have to, don't have to,

- 3 have to, don't have to, 4 don't have to, have to,
- 5 don't have to, have to, 6 have to, don't have to
- Read and write about you. Use have to or don't have to.
- Pupils read and complete the sentences about themselves.

**Key:** Pupils' own answers

#### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Pupils work in groups and read their sentences from AB Activity 2. They compare what they have to and don't have to do to find things in common.
- Pupils give feedback by referring to two or more classmates in their group, e.g. Carla and José have to feed the dog (their dogs) every morning.
  - See also Teacher's Resource Book Worksheet 2, p42

#### Extension

- Hold up the nurse wordcard and say I have to wear a uniform. Pupils say True. Hold up the bus driver wordcard and say I don't have to drive a bus.
   Pupils say False.
- Repeat with the other flashcards.
- Invite volunteers to take your place.

### Grammar focus [PB p87]

- Say the complete sentences. Make them true for you.
- Pupils say sentences with have to or don't have to.
- Do class feedback by asking individual pupils to read a sentence.

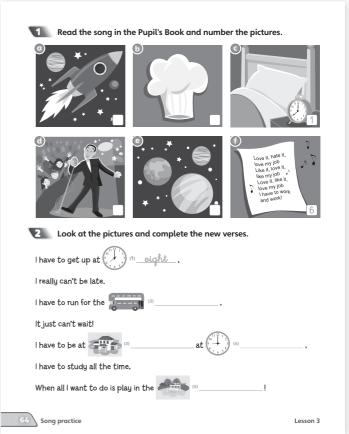
Key: Pupils' own answers

**More Information** 

7

Lesson 3





#### **Objectives**

- to consolidate the core vocabulary and grammar (jobs and Have to) through a song
- to sing a song for pleasure
- to check comprehension of the song

#### Language

**New language:** jobs, *Have to*: affirmative and negative, *stay*, *brave*, *fly off*, *Venus*, *Jupiter*, *Mars*, *shine*, *bright* 

**Recycled language:** want, silly, hat, head, hate, work, light, know, word, singer, study

#### Materials

CD, Wordcards (jobs): 60-69 (optional)

#### **Digital Minds**

- Karaoke song
- Interactive Flashcards and Wordcards

#### **Basic competences**

**Competence in linguistic communication:**Pupils join in with a song.

**Cultural awareness and expression:** 

Pupils sing together as a class.

#### Home-school link

- Augmented Reality: karaoke song
- Online interactive activities

**More Information** 

Lesson 3

### Activity Book, page 64

#### Read the song in the Pupil's Book and number the pictures.

• Pupils look at the pictures and write the numbers in the boxes.

**Key:** a 3, b 2, (c 1), d 5, e 4, (f 6)

#### Look at the pictures and complete the new verses.

 Pupils use the pictures to help them complete the new verses of the song.

Key: 2 bus, 3 school, 4 nine, 5 park

## Pupil's Book, page 64

#### Warm-up

- With books closed, write lines on the board to represent one of the jobs, e.g. doctor:
- Divide the class into two teams. Each team guesses one letter at a time to work out what the job is. If they guess a letter correctly, write it in and allow that team to try and guess the job. If possible, write the letters in two different colours to represent the two teams.

#### Listen and sing.

- Pupils look at the picture and say what jobs they
- Play the recording. Pupils follow the song in their Pupil's Books.
- Check the meaning of *fly off* and ask the pupils if they recognise the words Venus, Jupiter and Mars. Ask What are they? and help them to say planets in English.
- Note: Using off with a verb emphasises the idea of moving away from somewhere or something, e.g. The dog is running off!
- Play the recording again, pausing after each verse for pupils to repeat. Do this slowly at first and then encourage them to copy the speed and rhythm of the song until they are ready to sing with the track.
- Use the karaoke version (CD3 Track 27) for pupils to practise singing the song.

#### Read the song again. Answer *true* or *false*.

- Pupils read the sentences first.
- Focus on was in number 3 and explain that we use the same form for *I*, he and she. (You may like to compare with L1 if relevant.) Then check that the pupils remember the meaning of yesterday from unit 6.
- Pupils then work on their own, reading the song and deciding whether the sentences are true or false.
- Check by asking a volunteer to read a sentence for the rest of the class to give the answer. Ask pupils to correct the false sentences.

**Key: 1** false (red), **2** true, **3** false (he wants to visit Venus), 4 true, 5 true

#### **OPTIONAL ACTIVITIES**

#### Reinforcement

• Slowly read out lines of the song at random. As soon as the pupils recognise the job, they put up their hands and guess cook, astronaut or musician.

#### **Extension**

- Focus on the song lyrics in the Pupil's Book. Elicit the rhyming words in each verse.
- Write the words on separate pieces of paper and stick them around the classroom.
- Read out a word. Pupils go and stand by a word that has the same sound, e.g. you say night and pupils stand with bright or right (but **not** with night).

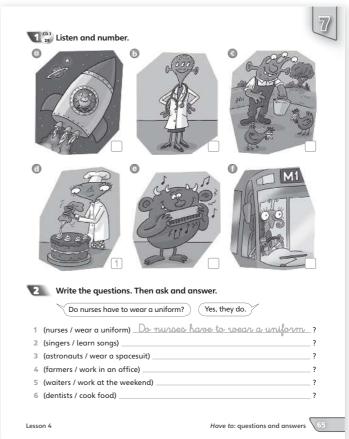
Unit 7 I'd like to be a ...

**More Information** 

7

Lesson 4





#### **Objectives**

- to present the second core grammar
- to practise the core grammar through reading and matching
- to give further practice in the core grammar through a speaking game
- to practise writing the core grammar

#### Language

**New language:** Have to: questions and answers, jobs, office

**Recycled language:** jumper, trousers, daily tasks and routines, feed, fly a rocket, play an instrument

#### Materials

CD, Teacher's Resource Book (optional)

#### **Digital Minds**

- Grammar 2 interactive activity
- Interactive Flashcards and Wordcards

#### Basic competences

#### **Competence in linguistic communication:**

Pupils ask and answer using have to.

#### Social and civic competences:

Pupils work together to play a guessing game.

#### Learning to learn:

Pupils apply their world knowledge of jobs.

#### Home-school link

- Augmented Reality: Grammar 2 interactive activity
- Online interactive activities

**More Information** 

### Lesson 4

### Pupil's Book, page 65`

#### Warm-up

- Divide pupils into four teams.
- Give pupils one minute to list as many daily tasks as they can. The team that has the longest list wins.
- Elicit the daily tasks to the board to check spelling.

#### Presentation

- Point to a phrase on the board and say, e.g. I have to (feed the dog) every day. Ask individual pupils Do you have to feed the dog? and help the pupil to answer using Yes, I do. or No, I don't.
- Do the same for the other daily tasks, talking about yourself and then asking different pupils.
- Then point to one of the phrases and elicit the question chorally from the class. Answer the question.
- Repeat with the other daily tasks.

#### Read the questions. Say the correct answers.

- Look at the pictures with the class. Ask the pupils to guess whether the children are brother and sister or friends. Point to the clock and ask What's the time?
- Pupils read the questions on their own and find the answers.
- In pairs, pupils check by asking and answering.
- Do class feedback by asking open pairs to ask and answer.

#### Key: 1 d, 2 a, 3 b, 4 d

### 2 CD3 Listen and say.

- Play the recording. Pupils read and repeat.
- They practise saying the questions and answers in pairs.
- Point out to the pupils that the short answers use do because the question uses do (and not have). Compare: <u>Have</u> you got a pencil? Yes, I <u>have</u>. <u>Do</u> you have to write? Yes, I <u>do</u>.

#### Choose a monster. Ask, answer and guess.

- Look at the example with the class. Read the question and the answer and ask which monster it could be (monster 1 or monster 3).
- To give another example, elicit the question for wear a uniform. Answer No, I don't and ask the class which monster it is (monster 1).
- In pairs, pupils take it in turns to choose a monster.
   They ask and answer to identify which one it is.
- Monitor and check that pupils are using the grammar correctly.

## Activity Book, page 65

#### 1 CD3 Listen and number.

Pupils listen and write the numbers in the boxes.

#### CD3 Track 29

- 1 Boy: Do you have to sing songs?
  Female monster 1: No, I don't. I'm a cook I have to make cakes!
- 2 Girl: Do you have to feed animals?

  Male monster 1: Yes, I do. I'm a farmer.
- 3 Boy: Do you have to work in a restaurant?
  Female monster 2: No, I don't. I'm a bus driver I have to
  drive a bus
- 4 Girl: Do you have to wear a white coat? Female monster 3: Yes, I do. I'm a doctor.
- 5 Boy: Do you have to work in an office?

  Male monster 2: No, I don't. I'm an astronaut. I have to fly in a rocket.
- 6 Girl: Do you have to play an instrument? Male monster 3: Yes, I do. I'm a musician.

#### **Key:** a 5, b 4, c 2, (d 1), e 6, f 3

#### Write the questions. Then ask and answer.

- Pupils use the prompts to write questions.
- Pupils then ask and answer the questions in pairs.

#### Key: 2 Do singers have to learn songs? Yes, they do.

- 3 Do astronauts have to wear a spacesuit? Yes, they do.
- 4 Do farmers have to work in an office? No, they don't.
- **5** Do waiters have to work at the weekend? Yes, they do.
- 6 Do dentists have to cook food? No, they don't.

### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Pupils write questions as in AB Activity 2 about computer programmers, musicians, bus drivers, cooks and doctors.
- They swap questions with a partner and then answer them.
- See also Teacher's Resource Book Worksheet 3, p43

#### Extension

- In groups of four, pupils make a table like the one in PB Activity 3 with their names at the top instead of monsters and five activities.
- Pupils interview the other people in their group and make a note of their answers with a tick or a cross.

### Grammar focus [PB p87]

### Make the questions. Then ask and answer.

- Pupils use the prompts to make questions. They write them in their notebooks.
- Pupils work in pairs asking and answering the questions.

**Key: 1** Do you have to get up early at the weekend?

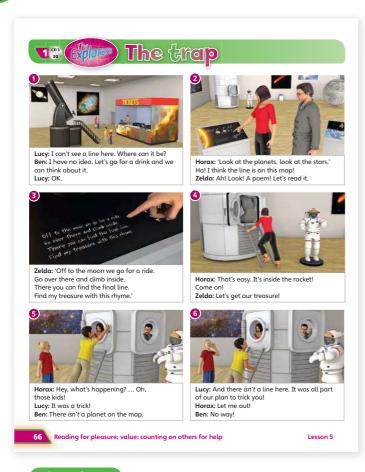
- 2 Do you have to do your homework every day?
- **3** Do farmers have to work in a hospital?
- 4 Do your parents have to do the shopping?
- **5** Do you have to wash up every day?

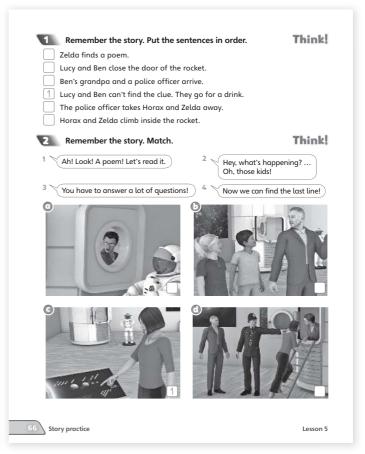
Unit 7 I'd like to be a ...

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**More Information** 

Lesson 5





#### **Objectives**

- to read a picture story for pleasure
- to review language from the unit

- to check comprehension of the story
- to understand the value of counting on others for help

#### Language

**New language:** I have no idea, moon, ride, final, trick, Let me out!, No way!, part, plan, Brilliant!, mystery, arrive

**Recycled language:** characters and language from the story

#### **Materials**

CD

138

#### **Digital Minds**

Story animation

#### **Basic competences**

**Competence in linguistic communication:**Pupils listen to a story.

**Social and civic competences:** Pupils learn the value of counting on others for help.

Cultural awareness and expression:
Pupils act out a story.

#### Home-school link

- Augmented Reality: Story animation
- Online interactive activities

**More Information** 

#### Lesson 5

## Pupil's Book, page 66

#### Warm-up

- Write Ben, Lucy and Horax on the board.
- Elicit what pupils remember about the story.
- Give prompts if necessary, e.g. Ben and Lucy are at orchestra practice. Ben sees the next line on Lucy's cup. Horax finds the map, but Mr Roberts comes. Horax puts the map in a trumpet. The boy plays the trumpet and the map comes out. Now they are at a planetarium.

### The trap

- Discuss what the pupils can see in the picture and elicit again that Ben and Lucy are in the planetarium.
- Play the recording. Pupils listen and read.
- Ask questions to check understanding, e.g. What do Lucy and Ben decide to do? (They go for a drink.) What do Zelda and Horax see? (A poem.) Where do they think the treasure is? (In the rocket.) What is the trick? (There isn't a line of the rhyme here and there isn't a planet picture on the map.) Who comes to let them out? (A police officer, Grandpa's friend.)
- Check that the pupils recognise the word *poem* and help them to work out the meaning of *let me out* from the context.
- Use the pictures in the story to support meaning whenever possible.
- Play the recording again, pausing for pupils to repeat.
- Invite different pupils to read out what the characters say in each frame.

### Activity Book, page 66

Remember the story. Put the sentences in order. Think!

#### Thinking skill: sequencing

 Pupils think about the story again and number the sentences.

**Key:** 2, 4, 5, (1), 6, 3

Remember the story. Match. Think!

#### Thinking skill: matching

 Pupils read the speech bubbles and match them with the pictures.

**Key:** a 2, b 4, (c 1), d 3

#### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Put pupils into groups of five to take a role of one of the characters from the story (Ben, Lucy, Horax, Zelda and Grandpa).
- Play the recording. Pupils repeat in role.
- Pupils practise the story in their groups.
- Invite groups to act out the story for the class.

#### **Extension**

- Ask pupils who Lucy and Ben counted on to help them (Ben's grandpa).
- Ask pupils for examples of when they had to count on someone for help in their own lives.

Note: This discussion may need to take place in L1.

**More Information** 

7

Lesson 6





#### **Objectives**

- to check comprehension of the story
- to practise word stress and the sound /ə/ in English
- to practise conversation sequences

#### Language

**New language:** surfer, snake charmer, dancer, farmer, driver

**Recycled language:** language from the story, ladder, ball, cinema, taller, smaller, clever, river, teacher, waiter

### Materials

CD

#### **Digital Minds**

Phonics game

#### **Basic competences**

#### Competence in linguistic communication:

Pupils identify the relationship between sound and spelling in English.

**Social and civic competences:** Pupils practise short conversations to put language in context.

#### Home-school link

• Augmented Reality: Phonics game

**More Information** 

#### Lesson 6

### Pupil's Book, page 67`

#### Warm-up

 Ask questions about the story, e.g. Where are Ben and Lucy? (At the planetarium.) What do Zelda and Horax find? (A poem.) What do they do next? (They get into the rocket.) Who does Grandpa bring with him? (A friend from the police.) What are Ben and Lucy going to do at the end of the story? (They are going to find the last line.)

#### Find the picture in the story where ...

- Pupils read the story again.
- They read the sentences and find the correct picture.
- They compare their answers in pairs.
- Check with the class.

**Key: 1** frame 4, **2** frame 7, **3** frame 3, **4** frame 2, 5 frame 6 (or frames 5 and 6)

#### Find the ladder in the story.

- Read out the instruction for pupils, making sure that they hear the /ə/ sound in ladder clearly.
- Pupils find the ladder in the story.

Key: frames 2, 4, 5, 6, 7 and 8 (behind Grandpa)

### 4 CD3 Listen and say. Phonics



- Focus pupils on the picture and elicit what they can see.
- Play the recording. Pupils silently read the caption sentence.

Note: Before hearing the sentence, pupils will hear the key sound, with pauses for them to repeat.

- Use the picture to check the meaning of surfer and snake charmer.
- Play the recording again. Pupils repeat chorally and then in pairs. Make sure that they pronounce the -er syllables very weakly.

### Activity Book, page 67

#### 11 CD3 Write the words. Listen and check. Then say with a friend.

 Pupils look at the pictures and complete the sentences. They check answers by listening to the recording. Then they practise the dialogues in pairs.

Key: 1 a great plan, 2 no idea





- Pupils match the words with the pictures and write them
- 3 Listen, say and check your answers.
- Pupils listen to the recording to repeat and check their answers.

**Key:** 2 taller, 3 driver, 4 waiter, 5 river, 6 clever, 7 farmer, 8 smaller

#### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write surfer on the board. Elicit another word with the /ə/ sound at the end, e.g. waiter.
- Pupils work in pairs. They write four words that end in the weak syllable /ə/. Remind them about comparative adjectives as well as the jobs words that they know.

Note: The word doctor is spelt -or but it also has the same /ə/ sound at the end.

- Invite a pair to read out two words each from their list. Then ask other pairs to add different words that they had on their lists.
- Check that everyone stresses the correct syllable and that they pronounce /ə/ weakly.

#### **Extension**

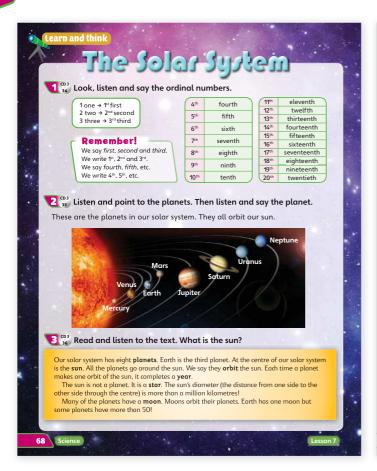
- Discuss the trick that Ben and Lucy played on Horax and Zelda. Ask pupils to look back at page 62 to see where Horax and Zelda are hiding. (You may also like to play the start of CD3 Track 23 again.)
- Elicit whether Ben and Lucy are aware of Horax and Zelda (yes, because Lucy says that the next line is in the planetarium, but we find out in the story that they knew that the line wasn't there).
- Turn back to the story on pages 66 and 67. Invite pupils to suggest who put the poem on the map of the planets. Did Ben, Lucy or Grandpa write it? And what mystery does Grandpa want to solve?

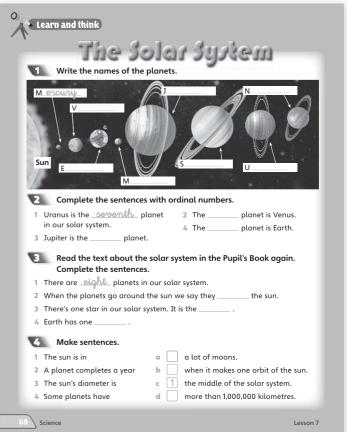
Note: This discussion may need to take place in L1.

**More Information** 

7

Lesson 7





#### **Objectives**

- to integrate other areas of the curriculum through English: Science
- to extend pupils' understanding of Science
- to encourage pupils to make use of their own knowledge and experience

#### Language

**New language:** ordinal numbers 1<sup>st</sup>–20<sup>th</sup>, solar system, orbit, Mercury, Earth, Saturn, Uranus, Neptune, centre, around, diameter, a million, kilometre, middle

**Recycled language:** Venus, Jupiter, Mars, planet, sun, star, moon

#### Materials

CD, Teacher's Resource Book (optional)

#### **Digital Minds**

Interactive Flashcards and Wordcards

#### **Basic competences**

#### Competence in linguistic communication:

Pupils use known language to talk about Science in English.

#### Competences in science and technology:

Pupils talk about the solar system.

**More Information** 

#### Lesson 7

### Pupil's Book, page 68

#### Warm-up

- Write Planets on the board.
- Elicit the names of the planets in L1, but saying and writing the equivalent English names on the board one by one.
- Elicit any information that pupils already know about the planets, including the correct order. Bring in the concept of ordinal numbers in L1 to prepare pupils for the presentation in English.
- Write solar system on the board and ask pupils if they can guess what it means in L1.
- Tell the class that they are going to learn about the planets and the solar system in English.

### 1 CD3 Look, listen and say the ordinal numbers.

- Pupils read, listen and repeat the ordinal numbers.
- Make sure that they pronounce the final th where relevant.

# Listen and point to the planets. Then listen and say the planet.

- Focus pupils on the picture and elicit what it shows (the sun and the planets).
- Use the blue and white curves to pre-teach *orbit*.
- Play the first part of the recording. Pupils listen and point to each planet as they hear the name.

Note: The planets are named in a random order.

- Pause the recording before the second part and explain that now the pupils have to listen and say the correct planet.
- Continue with the recording, pausing as shown to elicit the name of each planet.

#### CD3 Track 35

**Man**: These are the planets in our solar system. They all orbit our sun.

**Woman**: Earth ... Jupiter ... Mars ... Mercury ... Neptune ... Saturn ... Uranus ... Venus

#### Now listen and say the planet.

Woman: The fourth planet is ... Mars.
Man: The eighth planet is ... Neptune.
Woman: The first planet is ... Mercury.
Man: The sixth planet is ... Saturn.
Woman: The second planet is ... Venus.
Man: The seventh planet is ... Uranus.
Woman: The third planet is ... Earth.
Man: The fifth planet is ... Jupiter.

**Note:** The pupils may ask about Pluto. Scientists now say that Pluto is not a planet. They call it a Plutoid (an object which orbits our sun, but is further away than Neptune).

### Read and listen to the text. What is the sun?

- Read the instruction with the pupils and ask them if they know the answer.
- Play the recording while pupils follow in their books to check or find the answer.
- Check understanding of concepts and vocabulary. Point out to pupils that some science words look very similar to words in L1 and that this can help them to understand texts in English.

Key: a star

### Activity Book, page 68

#### Write the names of the planets.

 Pupils look at the picture and complete the names of the planets.

Key: Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

### 2 Complete the sentences with ordinal numbers.

 Pupils use the picture in Activity 1 to help them complete the sentences with ordinal numbers.

Key: 2 second, 3 fifth, 4 third

Read the text about the solar system in the Pupil's Book again. Complete the sentences.

 Pupils read the text on page 68 of their Pupil's Books and complete the sentences.

Key: 2 orbit, 3 sun, 4 moon

#### 4 Make sentences.

 Pupils look at the sentence halves and match them by writing the numbers in the boxes.

**Key:** a 4, b 2, (c 1), d 3

#### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write on the board Today's lesson.
- Elicit key points from today's lesson to the board,
   e.g. the planets, their names and ordinal numbers to talk about the planets in the solar system.
- Pupils copy the heading and the notes into their notebooks.

#### Extension

- Pupils copy the labelled diagram of the solar system from PB page 68 into their notebooks.
- They then write a sentence about each planet. They
  can use ordinal numbers as in AB Activity 1 and
  other ideas, e.g. We live on Earth. Scientists
  are looking for water on Mars.
  - See also Teacher's Resource Book Worksheet 4, p44

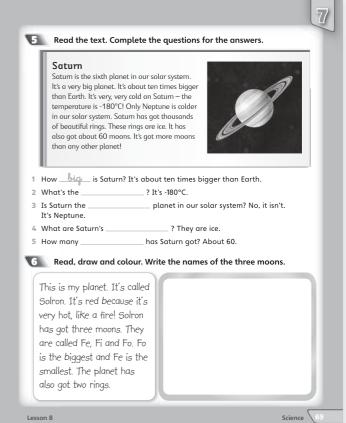
Unit 7 I'd like to be a ...

**More Information** 

7

Lesson 8





#### **Objectives**

- to extend the focus on Science through English
- to practise reading for specific information
- to do a research project about moons

#### Language

New language: temperature, distance, length, ice

**Recycled language:** planets and the solar system, comparative and superlative adjectives, far/further/furthest, ring

Receptive language: fire

#### Materials

Reference books, access to the Internet

#### **Digital Minds**

Interactive Flashcards and Wordcards

#### Basic competences

Competence in linguistic communication:

Pupils talk about Science in English.

**Competence in mathematics:** Pupils use data to calculate distances between planets.

Social and civic competences:

Pupils work together to complete a project.

**Sense of initiative and entrepreneurship:** Pupils draw a planet from a description.

**Digital competence:** Pupils use the Internet to find out about moons in our solar system.

**Learning to learn:** Pupils reflect on what they've learnt from the unit and become aware of what they can do now.

**More Information** 

#### Lesson 8

### Pupil's Book, page 69

#### Warm-up

- Review what pupils remember from the previous lesson and elicit the sequence of ordinal numbers from 1<sup>st</sup> to 20<sup>th</sup>.
- Write these numbers on the board and pre-teach how to say them:
  60,000 (sixty thousand)
  -123 (minus a hundred and twenty-three)
  104 (a hundred and four)
  350°C (three hundred and fifty degrees C/Celsius)
- Look at the table. Then read and say true or false. Think!

#### Thinking skill: interpreting a table

- Look at the table with the class.
- Discuss some of the data and make sure pupils understand the information, e.g. minus temperatures and degrees Celsius, referring back to the Warm-up.
- Read the statements with the class and check understanding of the vocabulary. Use the diagram of the planets on PB page 68 to teach the irregular comparative further and its superlative furthest.
- In pairs, pupils look at the table and decide whether the statements are true or false.
- Monitor and help as necessary.

Note: For question 6, pupils need to subtract 108 from 150 to work out the distance between Venus and Earth. They then subtract 150 from 228 to work out the distance between Mars and Earth. This shows them that Mars is further away.

• Elicit answers and discuss as a class.

#### Key: 1 f, 2 t, 3 t, 4 f, 5 t, 6 t

# Find out about moons in our solar system. Project

- Talk about the project with the class.
- Put pupils into groups of four. Give access to reference materials or the Internet.
- Groups answer the questions and make detailed notes of any interesting information that they find.
- Discuss the skeleton report with the class, explaining that they need to use a similar structure and complete it with the information that they find.
- Pupils work individually (within groups using the same data) and write a draft of their reports.
- Go around the class and check their work.
- Pupils then write a final version of their report.

**Key:** Pupils' own answers

### Activity Book, page 69

- Read the text. Complete the questions for the answers.
- Pupils read the text and the answers to the questions.
   They then complete the questions.

Key: 2 temperature, 3 coldest, 4 rings, 5 moons

- Read, draw and colour. Write the names of the three moons.
- Pupils read the description and draw a picture.

**Key:** Pupils draw a red planet with two rings and three labelled moons: *Fo* (the biggest), *Fi* (the middle-sized) and *Fe* (the smallest).

#### **OPTIONAL ACTIVITIES**

#### Reinforcement

- Write My favourite lesson is ... on the board.
- Give pupils five minutes to choose their favourite page from unit 7 in the Pupil's Book.
- Elicit from pupils their favourite lessons, e.g.
   My favourite lesson is singing the song about jobs.
   My favourite lesson is talking about Science with my friends.
- Write some examples on the board. Pupils write a sentence about their favourite lesson in their notebooks.

#### **Extension**

- Pupils draw their own new planet and write a short description of it.
- Pupils use the vocabulary from pages 68 and 69 and the model text in AB Activity 6 to help them.
- Pupils display their pictures and descriptions around the class.

### My review (unit 7) [AB p 86]

#### Read and write the job.

• Pupils read the descriptions and write the jobs.

**Key:** 2 a farmer, 3 a cook, 4 a musician,

- **5** a computer programmer, **6** a nurse, **7** a doctor,
- 8 an astronaut, 9 a dentist, 10 a waiter

## Look and make the questions. Write true answers.

Pupils look at the pictures and complete the questions.
 They write answers that are true for themselves.

**Key: 1** get up at 7 o'clock / early, Yes, I do. / No, I don't,

- 2 have to wear a uniform, Yes, I do. / No, I don't,
- 3 have to do your homework, Yes, I do. / No, I don't.

#### Read and colour the face.

• See notes for Activity 3 on page 41.